

# South Dakota Health Education Standards and Performance Indicators

## Formatted by Grade Span

For all eight standards, the performance indicators are the specific concepts and skills that students *should know* and *be able to do* by the end of the grade span.

### Pre-Kindergarten – Grade 2

#### Health Education Standard 1

*Students will comprehend concepts related to health promotion and disease prevention to enhance health.*

**As a result of health instruction in Pre-K - Grade 2, students will:**

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- 1.2.1 ~~Identify that~~ **Describe** healthy behaviors ~~that~~ affect personal health.
- 1.2.2 ~~Identify the multiple dimensions of health.~~ Identify **examples of emotional, mental, intellectual**, physical, and social health.
- 1.2.3 Describe ways to prevent communicable diseases.
- 1.2.4 List ways to prevent common childhood injuries.
- 1.2.5 Describe why it is important to seek health care.

#### Health Education Standard 2

*Students will analyze the influence of family, peers, culture, media, technology and other factors on health behaviors.*

**As a result of health instruction in Pre-K - Grade 2, students will:**

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- 2.2.1 Identify how the family influences personal health practices and behaviors.
- 2.2.2 Identify what the school can do to support personal health practices and behaviors.
- 2.2.3 Describe how the media can influence health behaviors.

## Health Education Standard 3

*Students will demonstrate the ability to access valid information, products and services to enhance health.*

**As a result of health instruction in Pre-K - Grade 2, students will:**

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- 3.2.1 Identify trusted adults and professionals who can help promote health.
- 3.2.2 Identify ways to locate school and community health helpers.
- 3.2.3 Explain the type of help provided by school and community health helpers.

## Health Education Standard 4

*Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.*

**As a result of health instruction in Pre-K - Grade 2, students will:**

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- 4.2.1 Demonstrate healthy ways to express needs, wants, and feelings.
- 4.2.2 ~~Demonstrate~~ **Display** listening skills to enhance health.
- 4.2.3 Demonstrate ways to respond to an unwanted, threatening or dangerous situation.
- 4.2.4 Demonstrate ways to tell a trusted adult if threatening or harmful behaviors affect self or others.

## Health Education Standard 5

*Students will demonstrate the ability to use decision-making skills to enhance health.*

**As a result of health instruction in Pre-K - Grade 2, students will:**

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- 5.2.1 Identify situations when a health-related decision is needed.
- 5.2.2 ~~Differentiate between~~ **Explain** situations when a health-related decision can be made independently or when assistance is needed.
- 5.2.3 Describe potential consequences of health related decisions.

## Health Education Standard 6

*Students will demonstrate the ability to use goal-setting skills to enhance health.*

**As a result of health instruction in Pre-K - Grade 2, students will:**

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- 6.2.1 Identify a short-term personal health goal and take action toward achieving the goal.
- 6.2.2 Identify who can help when assistance is needed to achieve a personal health goal.

## Health Education Standard 7

*Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.*

**As a result of health instruction in Pre-K - Grade 2, students will:**

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- 7.2.1 Demonstrate healthy practices and behaviors to maintain or improve personal health.
- 7.2.2 Demonstrate behaviors that avoid or reduce health risks.

## Health Education Standard 8

*Students will demonstrate the ability to advocate for personal, family and community health.*

**As a result of health instruction in Pre-K - Grade 2, students will:**

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- 8.2.1 ~~Make requests~~ **Communicate health needs** to promote personal health.
- 8.2.2 Encourage others to make positive health choices

## Grades 3-5

### Health Education Standard 1

*Students will comprehend concepts related to health promotion and disease prevention to enhance health.*

**As a result of health instruction in Grades 3 - 5, students will:**

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~~1.5.1 Describe the relationship between healthy behaviors and personal health.~~

**1.5.1 Describe why it is important to participate in healthy behaviors.**

1.5.2 Identify examples of emotional, mental, **intellectual**, physical, and social health.

1.5.3 Describe ways in which a safe and **healthy** school and community environment can promote personal health.

1.5.4 Describe ways to prevent common childhood injuries and health problems.

1.5.5 Describe when it is important to seek health care.

**Item for discussion: Wisconsin standard 1:1:B2 Describe why it is important to participate in healthy behaviors. Replace 1.5.1 with 1:1:B2 as describe above. (Karen)**

### Health Education Standard 2

*Students will analyze the influence of family, peers, culture, media, technology and other factors on health behaviors.*

**As a result of health instruction in Grades 3 - 5, students will:**

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2.5.1 Describe how the family influences personal health practices and behaviors.

2.5.2 Identify the influence of culture on health practices and behaviors.

2.5.3 Identify how peers can influence healthy and unhealthy behaviors.

2.5.4 Describe how the school and community can support personal health practices and behaviors.

2.5.5 Explain how media influences thoughts, feelings, and health behaviors.

2.5.6 ~~Describe~~ **Identify** ways that technology can influence personal health.

## Health Education Standard 3

*Students will demonstrate the ability to access valid information, products and services to enhance health.*

**As a result of health instruction in Grades 3 - 5, students will:**

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- 3.5.1 Identify characteristics of valid health information, products, and services.
- 3.5.2 ~~Locate~~ **List** resources from home, school, and community that provide valid health information.

## Health Education Standard 4

*Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.*

**As a result of health instruction in Grades 3 - 5, students will:**

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- 4.5.1 Demonstrate effective verbal and nonverbal communication skills to enhance health.
- 4.5.2 Demonstrate refusal skills that avoid or reduce health risks.
- 4.5.3 Demonstrate nonviolent strategies to manage or resolve conflict.
- 4.5.4 Demonstrate how to ask for assistance to enhance personal health.

## Health Education Standard 5

*Students will demonstrate the ability to use decision-making skills to enhance health.*

**As a result of health instruction in Grades 3 - 5, students will:**

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- 5.5.1 **Identify health related situations that can help or hinder healthy** decision making.
- 5.5.2 ~~Analyze~~ **Explain** when assistance is needed in making a health-related decision.
- 5.5.3 List healthy **strategies** to health-related issues or problems.
- 5.5.4 ~~Predict~~ **Describe** the potential outcomes of each option when making a health-related decision.
- 5.5.5 Choose a healthy option when making a decision.

- 5.5.6 Describe the outcomes of a health-related decision.

## Health Education Standard 6

*Students will demonstrate the ability to use goal-setting skills to enhance health.*

**As a result of health instruction in Grades 3 - 5, students will:**

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- 6.5.1 Set a personal health goal and track progress toward its achievement.
- 6.5.2 Identify resources to assist in achieving a personal health goal.

## Health Education Standard 7

*Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.*

**As a result of health instruction in Grades 3 - 5, students will:**

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- 7.5.1 Identify responsible personal health behaviors.
- 7.5.2 Demonstrate a variety of health practices and behaviors to maintain or improve personal health.
- 7.5.3 Demonstrate a variety of behaviors that avoid or reduce health risks.

## Health Education Standard 8

*Students will demonstrate the ability to advocate for personal, family and community health.*

**As a result of health instruction in Grades 3 - 5, students will:**

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- 8.5.1 Express opinions and give accurate information about health issues.
- 8.5.2 Support others to make positive health choices.

## Health Education Standard 1

*Students will comprehend concepts related to health promotion and disease prevention to enhance health.*

**As a result of health instruction in Grades 6 - 8, students will:**

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- 1.8.1 ~~Analyze~~ **Investigate** the relationship between healthy behaviors and personal health.
- 1.8.2 ~~Describe the~~ **Identify how** interrelationships of emotional, mental, **intellectual**, physical and social health in adolescence. **affect adolescent development and relationships.**
- 1.8.3 ~~Analyze how the environment affects personal health.~~
- 1.8.3 ~~Describe~~ **Illustrate** how family history can affect personal health.
- 1.8.4 Describe ways to reduce or prevent injuries and other adolescent health problems.
- 1.8.5 Explain how appropriate **preventative** health care can promote personal health.
- 1.8.6 ~~Describe~~ **Compare and contrast** the benefits of and barriers to practicing healthy behaviors.
- 1.8.8 ~~Examine the likelihood of injury or illness if engaging in unhealthy behaviors.~~
- 1.8.7 Examine the potential seriousness of injury or illness if engaging in unhealthy behaviors.

## Health Education Standard 2

*Students will analyze the influence of family, peers, culture, media, technology and other factors on health behaviors.*

**As a result of health instruction in Grades 6 - 8, students will:**

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- 2.8.1 ~~Examine how the family~~ **Classify health factors in the family that influence** the health **and wellness** of adolescents.
- 2.8.2 ~~Describe the~~ **Classify how culture influences** of culture on health beliefs, practices, and behaviors.
- 2.8.3 ~~Describe~~ **Analyze** how peers influence healthy and unhealthy behaviors.
- 2.8.4 ~~Analyze how~~ **Identify how** the school and community can influence personal health

- practices and behaviors.
- 2.8.5 Analyze how messages from media influence health behaviors.
  - 2.8.6 ~~Analyze~~ **Research** the influence of technology on personal and family health.
  - ~~2.8.7 Explain how the perceptions of norms influence healthy and unhealthy behaviors.~~
  - 2.8.7 ~~Explain the~~ **Investigate the** influence of personal values and beliefs on individual health practices and behaviors.
  - 2.8.8 ~~Describe~~ **Distinguish** ~~how some~~ **between** healthy **behaviors** and **risky** behaviors ~~risk behaviors can and their can~~ **influence on short-term and long-term health.** ~~the likelihood of engaging in unhealthy behaviors.~~
  - 2.8.9 ~~Explain how school and~~ **Identify how** public health policies can influence health promotion and disease prevention.

### Health Education Standard 3

*Students will demonstrate the ability to access valid information, products and services to enhance health.*

**As a result of health instruction in Grades 6 - 8, students will:**

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- 3.8.1 Locate valid and reliable health information, products and services.
- ~~3.8.2 Analyze the validity of health information, products, and services.~~
- 3.8.2 Access valid health information from home, school, and community.
- 3.8.3 ~~Determine~~ **Investigate the accessibility** **validity** of products **and services** that **enhance promote** health **and wellness.**
- 3.8.4 Describe situations that may require professional health services.

### Health Education Standard 4

*Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.*

**As a result of health instruction in Grades 6 - 8, students will:**

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- 4.8.1 ~~Apply~~ **Investigate** effective verbal and nonverbal communication skills to enhance **social, emotional, physical and intellectual growth and development.** ~~health.~~



- 4.8.3 ~~2~~ ~~Demonstrate~~ Formulate effective conflict management or resolution strategies.
- 4.8.4 ~~3~~ ~~Demonstrate~~ **Investigate** how to ask for assistance to enhance the health of self and others.
- 4.8.2 ~~4~~ Demonstrate refusal, and negotiation **and collaboration** skills that avoid or reduce health risks.

## Health Education Standard 5

*Students will demonstrate the ability to use decision-making skills to enhance health.*

**As a result of health instruction in Grades 6 - 8, students will:**

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- 5.8.1 Identify circumstances that can help or hinder healthy decision making.
- 5.8.2 ~~Determine when health-related situations require~~ **Identify** the application of a thoughtful decision-making process in health-related **situations.**
- 5.8.3 ~~Distinguish~~ **Compare and contrast** when individual or collaborative decision making is appropriate.
- 5.8.4 ~~Distinguish between healthy and unhealthy alternatives to health-related issues or problems.~~
- 5.8.5 ~~Predict the potential short-term impact of each alternative on self and others.~~
- 5.8.6 ~~4~~ Choose healthy alternatives over unhealthy alternatives when making a decision.
- 5.8.7 ~~5~~ Analyze the outcomes of a health-related decision.

## Health Education Standard 6

*Students will demonstrate the ability to use goal-setting skills to enhance health.*

**As a result of health instruction in Grades 6 - 8, students will:**

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- 6.8.1 Assess personal health practices.
- 6.8.2 Develop a goal to adopt, maintain, or improve a personal health practice.
- 6.8.3 **Apply** Investigate strategies and skills needed to attain a personal health goal.
- 6.8.4 Describe how personal health goals can vary with changing abilities, priorities, resources and responsibilities **and how these goals can enhance health and wellness.**

## Health Education Standard 7

*Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.*

**As a result of health instruction in Grades 6 - 8, students will:**

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- 7.8.1 Explain the importance of assuming responsibility for personal health behaviors.
- 7.8.2 ~~Demonstrate~~ Investigate healthy practices and behaviors that will maintain or improve the health of self and others.
- 7.8.3 ~~Demonstrate~~ Describe behaviors that avoid or reduce health risks to self and others.

## Health Education Standard 8

*Students will demonstrate the ability to advocate for personal, family and community health.*

**As a result of health instruction in Grades 6 - 8, students will:**

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- 8.8.1 State a health-enhancing position concept on a topic and support it with accurate information.
- 8.8.3 ~~2 Work cooperatively~~ Research ways to advocate for healthy individuals, families, and schools.
- 8.8.4 ~~3~~ Identify ways in which health messages and communication techniques can be altered for different audiences.
- 8.8.2 ~~4~~ Demonstrate how to influence and support others to make positive health choices.

## Grades 9-12

### Health Education Standard 1

*Students will comprehend concepts related to health promotion and disease prevention to enhance health.*

**As a result of health instruction in Grades 9 - 12, students will:**

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- 1.12.1 Predict how healthy behaviors can affect health status.
- 1.12.2 Describe the interrelationships of emotional, mental, intellectual, physical and social health in adolescence.
- 1.12.3 Analyze how the social and physical environments affects personal health.
- 1.12.4 Analyze Research how genetics and family history can affect personal health.
- 1.12.5 Propose ways to reduce or prevent injuries and health problems
- 1.12.6 Analyze Investigate the relationship between access to health care and health status.
- 1.12.7 Compare and contrast the benefits of and barriers to practicing a variety of healthy behaviors. Propose strategies for promoting the benefits of and overcoming barriers to practicing a variety of healthy behaviors.
- 1.12.8 Analyze Evaluate personal susceptibility to injury, illness, or death if engaging in unhealthy behaviors.
- 1.12.9 Analyze the potential severity seriousness of injury or illness if engaging in unhealthy behaviors.

### Health Education Standard 2

*Students will analyze the influence of family, peers, culture, media, technology and other factors on healthy behaviors.*

**As a result of health instruction in Grades 9 - 12, students will:**

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- 2.12.1 Analyze how the health factors in the family that influences the health and wellness of individuals.

- 2.12.2 Analyze how culture supports and challenges health beliefs, practices and behaviors.
- 2.12.3 ~~Analyze~~ **Demonstrate** how peers influence healthy and unhealthy behaviors.
- 2.12.4 ~~Evaluate~~ **Compare and contrast** how the school and community can influence personal health practice and behaviors.
- 2.12.5 ~~Evaluate~~ **Critique** the influence of media on personal and family health.
- 2.12.6 Evaluate the impact of technology on personal, family, and community health.
- 2.12.7 ~~Analyze~~ Describe how the perceptions of norms influence healthy and unhealthy behaviors.
- 2.12.8 Analyze the influence of personal values and beliefs on individual health practices and behaviors.
- 2.12.9 ~~Analyze~~ **Articulate** how some health risk behaviors can influence the likelihood of engaging in unhealthy behaviors.
- 2.12.10 ~~Analyze~~ **Investigate** how public health policies and government regulations can influence health promotion and disease prevention.

## Health Education Standard 3

*Students will demonstrate the ability to access valid information, products and services to enhance health.*

**As a result of health instruction in Grades 9 - 12, students will:**

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- 3.12.1 ~~Access~~ **Compare and contrast** ~~valid and reliable~~ health information, products and services.
- ~~3.12.2 Evaluate the validity of health information, products, and services.~~
- 3.12.3-2 ~~Use~~ **Utilize** resources from home, school, and community that provide valid health information.
- 3.12.4 3 ~~Determine~~ **Evaluate** the accessibility of products and services that enhance health.
- 3.12.5 4 Determine when professional health services may be required.

## Health Education Standard 4

*Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.*

**As a result of health instruction in Grades 9 - 12, students will:**

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- 4.12.1 ~~Use~~ Utilize skills for communicating effectively with family, peers, and others to enhance health.
- 4.12.2 Demonstrate refusal, negotiation, and collaboration skills to enhance health and avoid or reduce health risks.
- 4.12.3 ~~Demonstrate~~ Develops strategies to prevent, manage, or resolve interpersonal conflicts without harming self or others.
- 4.12.4 Demonstrate how to ask for and offer assistance to enhance the health of self and others.
- 4.12.5 ~~Analyze refusal, negotiation, and collaboration skills to enhance health and avoid or reduce health risk.~~

## Health Education Standard 5

*Students will demonstrate the ability to use decision-making skills to enhance health.*

**As a result of health instruction in Grades 9 - 12, students will:**

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- 5.12.1 Examine ~~circumstances~~ barriers that can ~~help or~~ hinder healthy decision making.
- 5.12.2 Determine the value of applying a thoughtful decision-making process in health-related situations.
- 5.12.3 Justify when individual or collaborative decision making is appropriate.
- 5.12.4 Generate alternatives to health-related issues or problems.
- 5.12.5 Predict the potential short-term and long-term impact of each alternative on self and others.
- 5.12.6 Defend the healthy choice when making decisions
- 5.12.7 Evaluate the effectiveness of health-related decisions.

## Health Education Standard 6

*Students will demonstrate the ability to use goal-setting skills to enhance health.*

**As a result of health instruction in Grades 9 - 12, students will:**

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- 6.12.1 Assess personal health practices and overall health status.
- 6.12.2 Develop a plan to attain a personal health goal that addresses strengths, needs, and risks.
- 6.12.3 Implement strategies and monitor progress in achieving a personal health goal.
- 6.12.4 Formulate an effective long-term personal health plan.

## Health Education Standard 7

*Students will demonstrate the ability to practice health-enhancing behaviors to avoid or reduce health risks.*

**As a result of health instruction in Grades 9 - 12, students will:**

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- ~~7.12.1~~ Analyze the role of individual responsibility in enhancing health.
- ~~7.12.2~~ **1** Demonstrate a variety of healthy practices and behaviors that will maintain or improve the health of self and others.
- ~~7.12.3~~ **2-** Demonstrate **Model** a variety of behaviors that avoid or reduce health risks to self and others.

## Health Education Standard 8

*Students will demonstrate the ability to advocate for personal, family and community health.*

**As a result of health instruction in Grades 9 - 12, students will:**

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- 8.12.1 Use accurate peer and societal norms to formulate a health-enhancing message.  
**Advocate the role of individual responsibility in enhancing health.**
- 8.12.2 ~~Demonstrate how to~~ **Persuade** and support others to make positive health choices.

- 8.12.3 ~~Work cooperatively as an~~ Collaborate to advocate for improving personal, family, and/or community health.
- 8.12.4 Adapt health messages and communication techniques to a specific target audience.

